Safe practices in Visual Arts

Looking after yourself, others, and the classroom environment by using materials, tools, physical spaces and virtual environments responsibly, and sharing feedback in productive and respectful ways.

Physical Safety



Following safety protocols for tools, materials and procedures to prevent damage to equipment and hazards to self and others.

Social Safety

Exchanging productive and respectful feedback, and showing consideration for the wellbeing of collaborators, artists and audiences.



Cultural Responsiveness



Actively building awareness and respect for identities, protocols and perspectives from all cultural backgrounds, including from Aboriginal and/or Torres Strait Islander Communities.

Digital Safety

Safeguarding personal information and digital content, collaborating respectfully in virtual environments, considering consent and privacy when sharing online.



Visual Arts 7–10 syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2024 | https://curriculum.nsw.edu.au/learning-areas/creative-arts/visual-arts-7-10-2024/overview

Creative Arts K–6 Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2024. https://curriculum.nsw.edu.au/learning-areas/creative-arts/creative-arts-k-6-2024/overview

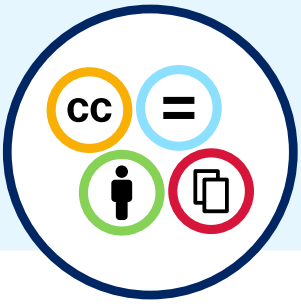
© State of New South Wales, Department of Education, 2026



Ethical practices in Visual Arts

Making responsible choices about creating, interpreting, and sharing art – respecting people's rights, asking for permission, acknowledging sources, and representing others honestly, fairly, and with integrity.

Intellectual Property



Respecting copyright and ICIP (Indigenous Cultural and Intellectual Property), considering the differences between copying/plagiarism and appropriation/reference as art making strategies, crediting and acknowledging sources.

Consent & Privacy

Gaining, giving and/or denying consent to use others' images, stories, or likenesses in art making.



Ethical Representation



Making choices to portray people, communities and issues authentically and respectfully.

Environmental Responsibility

Making choices that minimise waste and consider environmental impact.



Visual Arts 7–10 syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2024 | https://curriculum.nsw.edu.au/learning-areas/creative-arts/visual-arts-7-10-2024/overview

© State of New South Wales, Department of Education, 2026

Inclusive practices in Visual Arts

Ensuring everyone feels welcome and able to participate, by valuing diversity, making art accessible, and respecting cultural and community protocols.

Accessibility



Ensuring all learners and audiences can access and engage with materials, processes, and exhibitions.

Respect for Diversity

Being open to respecting differences that exist within groups, for example, age, sex, gender, gender expression, sexuality, ethnicity, ability/disability, body shape and composition, culture, religion/ spirituality, learning differences, socioeconomic background, values and experiences.



Cultural Protocols



Understanding, developing and/or following agreed protocols for using cultural stories, symbols, and knowledge, including from Aboriginal and/or Torres Strait Islander Communities.

Collaborative Practice

Encouraging teamwork, equal opportunities, shared decision-making, and supportive feedback.



Visual Arts 7–10 syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2024 | https://curriculum.nsw.edu.au/learning-areas/creative-arts/visual-arts-7-10-2024/overview

© State of New South Wales, Department of Education, 2026

Checklist

Safety

- [ ] Did I use materials, tools and spaces appropriately, following safety protocols?
- [ ] Am I treating classmates with kindness and respect, creating a supportive space?
- [ ] Did I consider cultural safety, including when referencing Aboriginal and Torres Strait Islander Communities?
- [ ] Am I careful about how and where I share content online?

Ethics

- [ ] Did I avoid copying from others and credit sources, tools, and inspirations?
- [ ] Did I get permission to use another person's image, story, or likeness?
- [ ] Is my artwork respectful and accurate in representing people and communities?
- [ ] Am I making environmentally responsible choices with materials and waste?

Inclusion

- [ ] Can all learners and audiences access and experience my work?
- [ ] Have I shown consideration and respect for others?
- [ ] Did I follow agreed protocols when engaging with communities, including with Aboriginal and/or Torres Strait Islander Communities and Cultural material?
- [ ] Are my choices and actions contributing to a supportive and collaborative working environment?

Visual Arts 7–10 syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2024 | https://curriculum.nsw.edu.au/learning-areas/creative-arts/visual-arts-7-10-2024/overview

© State of New South Wales, Department of Education, 2026